
GREAT PRINCIPALS AT SCALE

TOOLKIT

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The Great Principals at Scale Toolkit was designed in conjunction with the Great Principals at Scale: Creating District Conditions that Enable All Principals to be Effective report and provides resources for district leaders who want to improve conditions in their district.

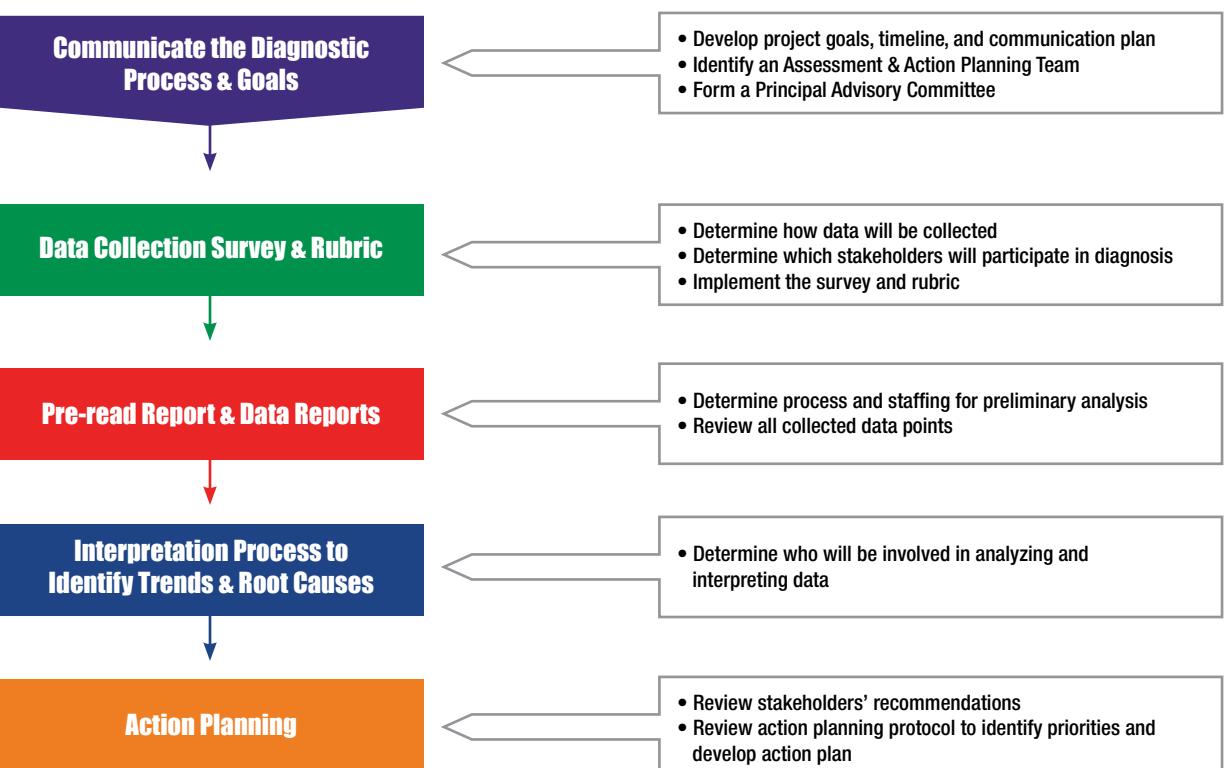
INTRODUCTION

The Great Principals at Scale Toolkit was designed in conjunction with the Great Principals at Scale: Creating District Conditions that Enable All Principals to be Effective report, which outlines and describes the essential district policies and practices that support effective leadership. The Toolkit provides resources for district leaders who want to improve conditions in their district that will enable all of their well-trained principals to be effective.

The Great Principals at Scale Toolkit includes a rubric and survey that district leaders can use to diagnose their current state as well as guidance on a process for identifying priority areas and strategies for improvements. The process identifies areas of strength that can be leveraged, as well as any areas where conditions hinder or prohibit effective leadership. The process of diagnosing and addressing conditions can in and of itself begin to build the foundational culture that enables not just principals, but all district improvement efforts to be effective.

The outlined process borrows many tenets from traditional organizational review and planning processes; however, both the processes and the tools are narrowly focused on the few critical leadership conditions described in the Great Principals at Scale: Creating District Conditions that Enable All Principals to be Effective report. By using familiar processes, district teams can focus on assessing leadership conditions to identify areas of strength and areas of weakness as well as identify concrete next steps to support effective implementation.

DIAGNOSTIC AND PLANNING PROCESS



THE TOOLKIT INCLUDES THE FOLLOWING COMPONENTS

Rubric—The purpose of the Conditions for Effective Leadership Framework Rubric is to delineate the quality of implementation and development of specific conditions, specifically in Strands 1, 3, and 4. Included in the rubric are conditions where more objective evidence about the current status can be collected and assessed. The rubric was designed to be completed by central office staff, but we believe there would be great value in also having principals complete the rubric. The rubric is assessed on a 4-point scale that describes what each condition looks like in practice. The scale ranges from Level 4 (*highly developed conditions*) to Level 1 (*least developed conditions*).

Survey—The purpose of the Conditions of Effective Leadership Survey tool is to provide evidence on how key staff members perceive a district to be performing against the framework, specifically in Strands 2, 3, and 4. The survey was designed to be completed by principals and by central office staff. Answers are given on a 5-point scale that describes the extent to which respondents believe certain conditions are present in the district, from *not at all* to *very much so* (each item also includes an option to indicate *no opportunity to observe a particular condition*).

Each survey question is aligned to concepts in the Effective Leadership Conditions Framework so that when respondents indicate that a certain action, practice, or condition is present in the district, there is evidence of the district performing well in that particular area of the framework.

ANALYTIC SUPPORTS

Conditions for Effective Leadership Tool Map—A quick reference to the conditions in each of the four strands and the tool or tools used to assess that specific condition.

Conditions and Indicators for Effective Leadership—Brief description of the conditions and critical indicators that are described in more detail in the narrative. The framework does not attempt to describe the quality with which the conditions are currently being implemented. It is a way to assist district teams in maintaining perspective on all of the critical components of leadership while they are in the process of assessing component parts.

Conditions for Effective Leadership Survey Evidence Chart—Brief descriptions of what the conditions look like when they are being successfully implemented to support teams who are analyzing the completed tools.

Guiding Questions on Setting Priorities—Questions to support the identification of priority areas as well as a sample completed district assessment and a sample action plan that highlight how districts can use these tools and processes as a catalyst for growth and a change in culture.

These tools give districts multiple perspectives on current leadership conditions and help to surface areas of disagreement, places for growth, and strengths to be leveraged. Once district leadership has collected and analyzed data from stakeholders in the district, they can assess the current state of leadership conditions in which they can allow schools, teachers, and students to thrive.

Districts can revisit this process and tools whenever necessary in order to assess on-going progress and to track improvements as they occur.

For many districts implementing changes may require a deep cultural shift to create a climate of shared ownership, trust, and mutual accountability in which central office and school-level leaders see one another as partners in improving academic achievement and meeting student's needs. The *Great Principals at Scale Toolkit* can help districts take the first step in that process.

IMPLEMENTATION CONSIDERATIONS

Communicate the Diagnostic Process & Goals

The assessment of district conditions is an opportunity to identify current challenges, but it is also an opportunity to set a goal and vision for how the district plans to support leadership conditions. As Strand 2 outlined, the key to establishing and maintaining effective conditions is a culture of continuous learning and improvement and partnership between central offices and schools and a “we’re all in this together” orientation. We believe that applying these tools can be used to mark a change in culture. To successfully use this diagnostic process as a catalyst toward improvement in the district, we recommend that district leadership create a compelling “call to action” where they broadly share the framework and announce their alignment with the conditions articulated in the *Great Principals at Scale* report. By sharing information about the kinds of conditions the district would like to see, it can build interest and support from sitting principals about possible positive change in the district. Indeed, as described in the *Great Principals at Scale* report, by including principals in the current state analysis the district will start to model two important conditions to improve leadership: gathering data and actively seeking feedback.

Data Collection Survey & Rubric

To assess conditions, it is important to gather several perspectives. Districts will need multiple lenses to interpret and make meaning of the collected data. Therefore, ideally both the survey and the rubric will be completed by central office staff and school leaders.

Confidentiality Assurances: In order for respondents to feel comfortable sharing candid feedback on the survey, it is important to maintain and communicate a strict confidentiality policy when it comes to survey results. We recommend that responses only be shared in aggregate to further protect confidentiality and that confidentiality assurances are clearly communicated to the individuals invited to respond to the survey. Smaller districts may want to consider omitting the collection of some demographic information as doing so may lead to over identification, but the role category (central office or school leader) is important to collect in order to assess the impact that position has on perception of the conditions.

Survey Respondents: If you are surveying representative groups of staff, we recommend that the group include a mix of new and veteran principals and K-8 and high school principals, in proportions aligned with their overall presence in the district. There is greater accuracy in the data when the invited group reflects the gender and ethnic breakdown of the district. Ideally, a similar process would be used for selecting central office staff to complete the survey to avoid potentially biased results.

Response Rates: Adequate response rates are also important in order for the results to be considered representative, and therefore, meaningful. A commonly accepted minimum is 60 percent. In general, the lower the response rates, the less likely the results will accurately represent the views of all staff.

Rubric Implementation: The rubric was designed to be independently reviewed by a number of key staff members. Ideally, the team completing the rubric would supervise or work closely with a variety of leaders and teams across the district.

Principal Assessment of the Rubric: Districts can either choose to have the principal advisory group or all principals in the district also complete the rubric. It is most useful if the process includes a time for the principals to share their rationale for their ratings.

Pre-read Report & Data Reports

Once all of the data is collected, districts need to create a preliminary analysis. This process collates data from the tools but does not yet assign meaning or interpretation to the data. This initial analysis is critical, but can be time consuming, and it is often under-resourced. For example, the raw data set can indicate the number of survey respondents who responded, but it does not indicate why that particular answer was given.

Interpretation Process to Identify Trends & Root Causes

Once the data and initial analyses have been completed, the district must make meaning from and interpret the data. The goal of this process is to connect the information provided by the data with the stakeholders' expertise around the district and its policies. For example, a majority of principal respondents may have indicated minimal contact with a supervisor, leading to multiple possible conclusions about the amount of contact, the quality of support, and the outcomes for schools. However, the most accurate interpretation requires careful review of all of the data and knowledge of the context. We recommend that each group independently review all of the data prior to the discussion. Together, the group's role would be to use the data to review, discuss, and make recommendations to inform preliminary priority areas and to highlight conditions that the data indicate are under-developed. Following this process, district leadership can review the findings to determine an action plan.

Interpreting Survey Response Data: A survey should provide you with response output that show the proportion of respondents selecting each option on the answer scale. To allow for consistency of interpreting results, we have structured all survey questions so that the responses of "quite a bit" or "very much so" indicate better district performance in that area of the framework. While a majority of responses falling in "quite a bit" and "very much so" can be considered an overall positive result, in most cases, it would be important to see well over 50 percent of responses falling in one of those two response options to indicate that the district is performing particularly well in a given area. In some cases, individuals in your survey respondent group may not be in a position to give a reformed answer to all questions in the survey. However, in other cases, large numbers of "no opportunity to observe" responses may signal that actions or strategies that staff should be aware of are not happening to the extent expected. As responses are reviewed, it will be important to consider the typical respondents' length of tenure in the district to determine whether "no opportunity to observe" responses should be interpreted as problematic.

To assess the overall response pattern, a district can look at responses across strands. Reviewing survey results to identify which strands received stronger and weaker responses from staff can help inform and target improvement efforts going forward. Identifying strands with mixed results, where the report shows a mix of positive and negative responses across items in the strand, may signal a need for ongoing improvement in that strand as well.

Interpreting Rubric Ratings: Reviewers should first independently rate each of the conditions described in the rubric. Reviewers then should meet to compare their assessments and to identify areas where ratings match one another and areas where they are misaligned and/or assigned different ratings. Areas where team members have given similar ratings may suggest areas of agreement, but it is also important to discern how each rater arrived at a rating. For indicators where there was agreement, ask the group to share more on how they reached their assessment. What was their evidence? Share concrete and specific examples to demonstrate why a level was chosen and look back at the rubric with the group to confirm that the evidence supports the rating.

Action Planning

As is true in any assessment process, the tools included will have the most impact when followed by a robust district-wide action plan. Once the district leadership receives both the data and the preliminary recommendations, they will need to launch an action planning process by setting clearly stated priorities. By using the guiding questions protocol, districts should determine priorities and set up next steps on which to act.

We believe that by widely communicating these goals and having measurable milestones and commitments about sharing progress or measuring the conditions, a district can reinforce the changing culture and support improvement in the conditions outlined in Strand 2. Additionally, it can be powerful when districts share how they will continue to engage central office leaders and other stakeholders in the implementation of the action plan.

ANALYZING POSSIBLE PATTERNS AND TRENDS IN THE DATA

Strategic plan is not supported by aligned goals or systems. Low rankings in Strand 1 may indicate a number of challenges with design or implementation. Challenges may be that resources are not sufficiently available to implement strategies with fidelity. In this case, respondents would likely also have negative responses on central office supports in the survey. Lack of communication or clarity may also be a root cause for this data, indicating that the plan has not been communicated clearly with school leaders. In such a situation, a district might also expect to see negative responses in the Strand 2 section of the survey, particularly from respondents who serve as principals.

Collective responsibility. Negative responses on questions about accountability for central office staff especially when combined with negative responses to Strand 1 about organizational support may indicate culture challenges. If the data show discrepancies between how central office staff and principals respond in a given area, this may signal that conditions are perceived differently across constituent groups.

Balanced autonomy and principal role. The data may show that the principals believe they have less autonomy than the district thinks they have. If supports are also rated negatively, it may be an indication that principals do not have sufficient support to effectively leverage available autonomies. It would be useful to review the types of supports that principals have to navigate policies and systems. It may also be useful to sort principals by tenure to determine if the negative perception about autonomy holds true for principals regardless of their tenure in the district.

For this final example finding, we have included sample actions and milestones meant to serve as a support to districts moving into action planning. These actions are meant as a guide – they are not meant to be followed exactly.

EXAMPLE OF EFFECTIVELY USING ACTIONS AND MILESTONES

Scenario: In this fictional assessment, the district has several newer principals who are entering their second or third year in the role. Their supervisors have raised three areas of concern: the principals have raised concerns over the quality of teachers, but have not attempted to remove many from their positions. As a result, the majority of the staff has stayed in the same position regardless of their effectiveness. The principals also indicated that they did not feel that they had control over which professional development sessions their staff attended. In the survey and rubric, principals reported that they had little autonomy over their schools. In contrast, the principal supervisors and central office staff assessed that there were high levels of autonomy available to principals. Following this assessment, the district identified a need to improve the principal's sense of his or her own autonomy. The district leaders decided to focus on improving perception and understanding of staff policies.

Goal: Eighty percent of principals will demonstrate greater familiarity with staffing policies and supports by increasing the number of principals identifying underperforming teachers who are receiving targeted coaching and development or who are put on improvement plans.

Action Steps: Create, share, and train principal supervisors and principals on the teacher contract to ensure that principals are familiar with specific policies.

Provide a reintroduction to the supports that principals have across the district. Follow the training with targets on how frequently various supports will be accessed and a plan to track how supports are used over the school year.

Review the quality and usefulness of these supports by reviewing how often these have been accessed and how that support has impacted practice at schools they have supported. Create short surveys to assess principal and school level satisfaction with supports.

Create a system that allows principals to match their teachers with appropriate centrally offered teacher PD sessions.

CONDITIONS FOR EFFECTIVE LEADERSHIP FRAMEWORK RUBRIC

Introduction: The purpose of the Conditions for Effective Leadership Framework Rubric is to delineate the quality of implementation and development of specific conditions, specifically in Strands 1, 3, and 4. Included in the rubric are conditions where more objective evidence about the current status can be collected and assessed. The rubric was designed to be completed by central office staff, but we believe there would be great value in also having principals complete the rubric. The rubric is assessed on a 4-point scale that describes what each condition looks like in practice. The scale ranges from Level 4 (*highly developed conditions*) to Level 1 (*least developed conditions*).

Conditions	4	3	2	1	Examples of Evidence for Levels 3 and 4
STRAND 1: ALIGNMENT AMONG GOALS, STRATEGIES, AND RESOURCES					
1a. Strategic Plan District has a strategic plan that identifies clear and ambitious goals as well as strategies for achieving the goals.	<p>The strategic plan is well known and describes a coherent vision and consistent focus for the district for at least 5 school years by:</p> <ul style="list-style-type: none"> Outlining rigorous and clear district-wide goals that support the achievement of all students at high levels. Describing how goals will be attained through a carefully chosen set of aligned and coherent strategies that link major initiatives while making tough choices on where to invest. Describing how school-based and central-office staff will coordinate to attain goals and that all employees have goals and targets based on district goals. Proactively addressing barriers—including staffing policies—likely to slow or prevent progress. 	<p>The strategic plan provides directional clarity for the district across at least 3 school years by:</p> <ul style="list-style-type: none"> Outlining clear district-wide goals that support the achievement of all students. Describing how goals will be attained through a set of aligned and coherent strategies. Describing roles for school-based and central-office staff. Addressing barriers that could slow or prevent district progress. 	<p>The strategic plan attempts to provide a coordinated direction for the district by:</p> <ul style="list-style-type: none"> Outlining high level district-wide goals. Describing a few strategies to support the goals. Describing roles for school-based staff with limited clarity on how central office staff will support attaining goals. Attempting to address some barriers that could slow or prevent district progress. 	<ul style="list-style-type: none"> The strategic plan is comprised of broad goals for one school year. They may outline a focus on improving achievement, but they are not linked to clear strategies. It is unclear how goals will be attained and central office and school personnel are unclear as to how they are expected to enact or adopt the goals. Progress is often blocked by barriers and little attempt is made to change or address them. 	<ul style="list-style-type: none"> District goals are translated into school and role specific goals so that all staff members have a target they are personally accountable to working toward. All employees can describe how their individual roles and that of their team support the district's goals. Strategies describe how each department and functional area can coordinate their work to collectively achieve the district's goals. District-enacted policies allow principals to keep the most effective teachers in the classroom and provide principals with more autonomy to remove ineffective staff. District includes specific goals for sub-sets or for students to track and monitor their progress.
1b. Organizational Structures Organizational structures and staffing align to the strategic plan.	<ul style="list-style-type: none"> The organizational chart, teams, staffing plans and functions match the needs outlined by district priorities and strategies. All departments have clear structures and implementation plans to ensure strategies are well developed. Systems and staffing plans are regularly reviewed to ensure they are supporting progress to goals and modified or eliminated if they prevent progress. 	<ul style="list-style-type: none"> The organizational chart, teams, and staffing plans mostly match the needs outlined by district priorities. Most departments have clear structures and implementation plans to ensure strategies are implemented. Systems and staffing plans are reviewed annually to ensure they are supporting progress to goals and they are modified if they prevent progress. 	<ul style="list-style-type: none"> The organizational chart, teams, and staffing plans are influenced by the needs outlined by district priorities, but functions may be misaligned. Some departments have clear structures and implementation plans for key strategies in place. Systems and staffing plans for a limited number of departments are reviewed to ensure progress to goals. 	<ul style="list-style-type: none"> The organizational chart, teams, and staffing plans are stagnant and remain in place regardless of current district goals or the priorities of leadership. Departments have overlapping structures and implementation plans are unclear. Systems and staffing plans are rarely reviewed to ensure progress to goals. 	<ul style="list-style-type: none"> District leaders have modified organizational structures eliminating redundancies and ensuring that strategies have adequate staffing support and alignment. Long-standing teams may be reallocated or disbanded if they are found to be duplicative to other efforts or if they do not serve the district's strategic plan.

CONDITIONS FOR EFFECTIVE LEADERSHIP FRAMEWORK RUBRIC

Conditions	4	3	2	1	Examples of Evidence for Levels 3 and 4
STRAND 1: ALIGNMENT AMONG GOALS, STRATEGIES, AND RESOURCES					
1c. Budget Alignment Organizational budget aligns to the strategic plan.	<ul style="list-style-type: none"> • District aligns resource allocations—including personnel resources—to the strategic priorities. • District priorities are funded and funding levels remain predictable through the life of the strategic plan. School budgets are differentiated based on past performance in the school and context, providing additional funding for students who are performing below grade level. • Budget planning processes begin in winter prior to human capital decisions. School leaders and central office collaborate to assess funding needs and staffing allocations. 	<ul style="list-style-type: none"> • District aligns most resource allocations—including some personnel resources—to the strategic priorities. • District priorities are mostly funded, and funding remains predictable through the school year. Allocation is differentiated based on past performance. • Budget planning processes begin in mid-spring to ensure school leaders have an accurate school budget when determining staffing allocations and other school needs. 	<ul style="list-style-type: none"> • District aligns some resource allocations to strategic priorities. • District priority areas receive some funding; however, it often does not continue for the life of the plan and/or is not sufficient to impact practice. Funding allocation is based primarily on the number of students in the school. • Budget planning processes are managed centrally and give school leaders a general sense of the number of staff and other resources they will have in their budget. 	<ul style="list-style-type: none"> • Resource allocations are largely misaligned with strategic priorities. • District priorities are rarely supported with shifts in fiscal resources and funding levels vary widely from year-to-year for unclear reasons. Funding is tied to programs and jobs and determined centrally. • Budget planning processes are not launched until late spring. Timing does not align with other processes for human capital decisions. School leaders are given inaccurate budgets. 	<ul style="list-style-type: none"> • Financial resources are allocated efficiently and equitably across schools to ensure students with greatest need get the greatest resources. • Additional dollars and supports are given to schools that have traditionally underperformed. • Systems allow funding to follow students. • Fiscal resources are generally consistent over time, with adequate notice and strategic planning time if major changes occur.
1d. System Resources for School-Level Support Curriculum and data align to the strategic plan and support its implementation.	<ul style="list-style-type: none"> • High quality curriculum, curricular materials, and interim assessments aligned to rigorous standards that are designed to prepare students for college and career readiness are available district-wide. High quality coaching and PD are available to support successful implementation. • District has integrated data systems that allow schools and central office to accurately integrate and compare different types of data, track individual student progress, review school-wide trends. Additionally, the system disaggregates data so sub-group data, interim assessment data, and item analyses are available within 48 hours. 	<ul style="list-style-type: none"> • Curriculum, curricular materials, and interim assessments aligned to rigorous standards that are designed to prepare students for college and career readiness are available district-wide. High quality coaching and PD are available to support successful implementation. • Data systems accurately track individual student progress and school-wide trends for tested grades and subjects. System allows schools to review disaggregated and sub-group data within one week of administration. 	<ul style="list-style-type: none"> • Curriculum, curricular materials, and interim assessments in tested grades and subjects aligned to rigorous standards that are designed to prepare students for college and career readiness are available district-wide. Some PD is available to support implementation with limited impact. • District has data systems that track individual student progress, but reports are not easy to manipulate. When data is provided, it is unformatted and must be analyzed by school-based staff. 	<ul style="list-style-type: none"> • District curriculum, curricular materials, and interim assessments are misaligned to standards and with each other. Coaching and PD are haphazard and poorly implemented. • District data systems are inaccurate and are unable to produce accurate school-wide or individual student data. Schools regularly create their own data tools and trackers to assess progress. 	<ul style="list-style-type: none"> • Principals and teachers are able to: <ul style="list-style-type: none"> ◦ track individual students and student subgroups; ◦ integrate and compare different types of data (such as attendance and test performance); ◦ disaggregate interim assessment data by standard, test item, classroom, and subgroup; and ◦ examine longitudinal trends over time. • Interim assessment data is available 48 hours after administered.

CONDITIONS FOR EFFECTIVE LEADERSHIP FRAMEWORK RUBRIC

Conditions	4	3	2	1	Examples of Evidence for Levels 3 and 4
STRAND 1: ALIGNMENT AMONG GOALS, STRATEGIES, AND RESOURCES					
1e. Goal Monitoring Systems are in place for monitoring progress towards goals and expectations.	<ul style="list-style-type: none"> The district strategic plan outlines metrics, milestones, and benchmarks that will be used to track progress. Metrics are broken down into specific school and department targets. Centralized systems accurately track and disseminate multiple forms of data that are easily accessed by central office and school-based staff. Metrics are regularly tracked to assess the quality of implementation. When milestones or benchmarks are missed, strategies are regularly adjusted and appropriate interventions are identified. There are specific consequences for schools and departments that consistently miss targets or goals. 	<ul style="list-style-type: none"> The district strategic plan outlines metrics for critical strategies and include some milestones and benchmarks that will be used to track progress. Metrics are broken down into district-wide targets that include some specific school and department targets. Centralized systems accurately track and disseminate multiple forms of data. Metrics allow district leaders to track critical priorities. When priority milestones or benchmarks are missed, strategies are adjusted. There are consequences for schools and departments that consistently miss a majority of their targets or goals. 	<ul style="list-style-type: none"> The district strategic plan outlines metrics for critical strategies and include limited milestones and benchmarks. Metrics are broken down into district-wide targets and then targets are set at the school level only. Centralized systems attempt to track data, with limited ability to disseminate. Critical priorities are tracked quarterly, with limited assessment of implementation quality. Strategies may be adjusted when milestones and benchmarks are missed, but with limited impact. Consequences for missed goals and targets are named, but they are focused on school-based staff. 	<ul style="list-style-type: none"> The district strategic plan lacks clear metrics, milestones, or benchmarks to track progress. Progress is assessed using summative attainment data from state tests. District-wide targets are set, but are not translated into school or department targets. They are undifferentiated regardless of past performance and/or context. Systems to track data are ad hoc and cannot be easily shared across the system. Progress is not consistently tracked. When strategies are adjusted, it is based on anecdotal evidence. There may be stated consequences for missed targets, but in practice, schools are not held accountable for flat or negative growth. 	<ul style="list-style-type: none"> School and district leaders have clear metrics and processes to collect the associated data and information to assess the quality of implementation. Strategies are adjusted in response to feedback and evidence. District and school continuously monitor the implementation of the curriculum and make adjustments to both the implementation and the scope and sequence to ensure on-going improvement. Districts have high-quality curriculum and associated materials as well as interim assessments that align with Common Core.

CONDITIONS FOR EFFECTIVE LEADERSHIP FRAMEWORK RUBRIC

Conditions	4	3	2	1	Examples of Evidence for Levels 3 and 4
STRAND 3: EFFECTIVE MANAGEMENT AND SUPPORT FOR PRINCIPALS					
3a. Principal Performance Principal standards are research-based and the assessment process is fair, transparent, rigorous, and aligned to the standards.	<ul style="list-style-type: none"> Principal evaluation is driven by a transparent process with clear expectations that are outlined in research-based standards that describe principal actions and practices and metrics to measure school-wide progress. Principals receive frequent feedback on performance toward standards and student progress. Principal supervisors review and provide feedback on student achievement and practices that correlate to student achievement and teacher progress that culminates in the leader's summative rating. Evaluation data is used to determine which leaders are retained. Leaders consistently rated highly effective are considered for district-wide leadership roles, salary increases, and other rewards. Principal supervisors synthesize areas of growth for all leaders to inform both district-wide and individualized development. 	<ul style="list-style-type: none"> Principal evaluation is driven by a transparent process with expectations that are outlined in standards that clearly describe practices expected to improve student outcomes, and metrics that track school-wide progress. Principals receive feedback on performance toward standards with some on-going review of student achievement that culminates in the leader's summative rating. Evaluation data informs which leaders are retained. Principal supervisors identify common areas of growth for a sub-set of principals and use that data to plan and implement district-wide and individualized development activities. 	<ul style="list-style-type: none"> Principal evaluation is based on standards that have been in place for many years and may misalign with some aspects of a principal's role. Student outcomes may be loosely connected to the expectations, but they are not a central focus. Principals receive infrequent feedback on performance toward standards. Leaders' summative rating relies primarily on the assessment of practice. Evaluation data is considered when making retention decisions. Principal supervisors use limited data to inform their understanding of district needs and implement district-wide activities based on incomplete information. 	<ul style="list-style-type: none"> The process and criteria for principal evaluation is unclear and inconsistent and/or are disconnected from the day-to-day work of school leaders. Principals receive little or no feedback. Summative evaluation is based on limited data and relies primarily on data self-reported by school leaders. Evaluation ratings may be perfunctory, based on district politics and only loosely based on effectiveness. District-wide PD is disconnected from the evaluation results and from principal's needs. 	<ul style="list-style-type: none"> Standards include clear and specific descriptions of what standards look like in practice. Evaluation protocols include multiple sources of evidence and align to the standards. Evaluation model outlines potential consequences (positive or negative) and interventions for specific ratings. Evaluation informs professional development, promotion, retention, and compensation decisions.

CONDITIONS FOR EFFECTIVE LEADERSHIP FRAMEWORK RUBRIC

Conditions	4	3	2	1	Examples of Evidence for Levels 3 and 4
STRAND 4: SYSTEMS AND POLICIES TO EFFECTIVELY MANAGE TALENT AT THE SCHOOL LEVEL					
4a. Staffing Decisions Principals have authority to hire, dismiss, or reassign school-based staff.	<ul style="list-style-type: none"> Principals have all relevant budget information in the winter to inform the school staffing plan for the upcoming year. Leaders are able to place and reassign teachers based on demonstrated effectiveness, content expertise, and certifications. School leaders have decision-making rights and involvement in determining which staff are hired for their schools. Teachers and other staff are never placed in a school without the principal's consent. The process to remove ineffective staff is efficient, transparent, and takes less than a year. School leaders have decision-making rights over which staff are members of the leadership team. 	<ul style="list-style-type: none"> Principals have most relevant budget information in the winter to inform the school staffing plan. Leaders are able to reassign most teachers based on demonstrated effectiveness and certifications. School leaders have decision-making rights over most staff hired for their schools. Teachers and other staff are almost never placed in a school without the principal's consent. Processes to remove ineffective teachers are clearly outlined, and in most cases, take less than a year. School leaders have some decision-making rights over which staff are members of the leadership team. 	<ul style="list-style-type: none"> Principals have some budget information in the spring to inform their proposed school staffing plan. Leaders are able to reassign some teachers based on certifications and tenure. Staffing decisions are made with limited principal input. Excessed staff are regularly placed in schools with little or no notice and without principal's consent. Ineffective teachers stay in role for multiple years. Processes to remove ineffective teachers is time consuming, but with sustained effort, school leaders can remove ineffective teachers. School leaders can veto staff, but not always choose which administrators are put onto the leadership team. 	<ul style="list-style-type: none"> Principals receive a staffing plan from the central office. Leaders have little say in teacher placement. Staffing decisions are made with very little principal input. Excessed staff are regularly placed in schools with little or no notice and without principal's consent. Ineffective teachers stay in role for multiple years. Processes to remove ineffective teachers is time consuming and bureaucratic. School leaders are given a fully formed and mandated leadership team. 	<ul style="list-style-type: none"> Principals have access to the information, resources, and effective processes they need to make hiring decisions and offers in a timely manner. Principals have authority to develop and deploy staff, reassigning staff (within certification guidelines) to different positions. Clear processes are in place for removing low-performing teachers that can take less than a year. Leaders have authority to appoint individuals to leadership positions and to determine (within budget limitations) the composition of the leadership team in their school. Leadership team members demonstrate alignment with the principal's vision and are used to support the development of teachers.
4b. Teacher Performance Teacher performance is assessed through a transparent, fair, rigorous process and based on research-based standards and student outcomes.	<ul style="list-style-type: none"> Effective teacher practice is defined district-wide through research-based standards that describe effective practices that will improve instructional quality and student outcomes. To support effective performance management, the district implements a consistent teacher evaluation process aligned to the standards that provides clear expectations. The district makes multiple measures of student progress for tested and non-tested grades and subjects available to leaders to be included in the teacher's rating. 	<ul style="list-style-type: none"> Teacher standards are clearly defined and describe actions and practices that will support improvements to student performance and outcomes. To support consistent performance management, the district implements a teacher evaluation process that aligns to standards. The district makes multiple measures of student progress for tested grades and subjects available to leaders to be included in the summative rating. 	<ul style="list-style-type: none"> Performance expectations for teachers are linked to broad standards that describe a long set of expectations that may not all impact student achievement. Determining effective practice is left up to the discretion of the supervisor. To support performance management, the district introduces an evaluation process that recommends feedback at set points during the year. The district provides limited data in tested grades and subjects available to leaders to be included in the summative rating. 	<ul style="list-style-type: none"> Performance expectations for teachers are unclear and teachers may not understand how they will be assessed. The district evaluation process is inconsistent. Summative rating is largely based on anecdotal snapshots of performance and data in tested grades and subjects is not available to leaders in time for teachers' rating. 	<ul style="list-style-type: none"> Standards are clear and research-based, correlating to effective practice for increasing student achievement and include specific descriptions of what standards look like in practice. Evaluation system enables clarity of expectations by all parties, including district staff, principal supervisors, principals and teachers. Evaluation is doable and does not constrain effective evaluations through prescribed observation lengths. Evaluation results drive professional development, promotion, retention, and compensation decisions.

CONDITIONS FOR EFFECTIVE LEADERSHIP FRAMEWORK RUBRIC

Conditions	4	3	2	1	Examples of Evidence for Levels 3 and 4
STRAND 4: SYSTEMS AND POLICIES TO EFFECTIVELY MANAGE TALENT AT THE SCHOOL LEVEL					
4c. Human Resource Systems District systems enable schools to attract, hire, and retain top-quality candidates at all levels—from teacher to school leader.	<ul style="list-style-type: none"> The district is an effective manager and developer of talent. HR acts as a key partner and supports principals by helping them identify, screen, and match high quality candidates to their roles in a timely manner. HR implements streamlined processes to track and manage hiring pipelines from applications through interviews, matching, and hiring. The district-wide career ladder provides multiple pathways for advancement at all staffing levels. Staff have multiple opportunities to improve their effectiveness, grow their skills, or take on additional leadership roles. 	<ul style="list-style-type: none"> The district is a manager and developer of talent. HR supports principals by helping them identify and match highly qualified candidates. HR tracks the hiring pipelines from applications through interviews and hiring. The district-wide career ladder provides opportunities for advancement at all staffing levels. Staff have opportunities to improve and develop skills to take on additional leadership roles. Parameters for advancements are clear and growth opportunities are available. 	<ul style="list-style-type: none"> The district attempts to coordinate the management and development of talent. HR attempts to support principals to identify qualified candidates with limited success. HR tracks hired employees, but has limited data on other aspects of the pipeline. The district has a pipeline intended to develop talent. There is an established career ladder. Staff knows the certifications they need to take on additional leadership roles. 	<ul style="list-style-type: none"> The district has uncoordinated systems to manage talent. HR is a passive and reactive department that focuses on successfully processing paperwork. HR rarely tracks the hiring pipelines and does not have accurate data on talent in the district. Career pathways are opaque and rely primarily on tenure and politics. Staff have limited opportunities to improve their skills, and bureaucracies often prevent staff from taking on additional leadership roles. 	<ul style="list-style-type: none"> HR meets with principals to plan for vacancies, facilitating timely hiring of pre-screened candidates and understanding the needs and contexts of individual schools. HR effectively manages timelines – ensuring schools are staffed with enough time to plan for the school year. HR proactively recruits and screens candidates to build strong pools of high-quality candidates to meet the projected vacancies. Hiring system includes transparent and user-friendly application processes and ongoing tracking to cultivate the highest quality candidates. Teachers have opportunities to increase leadership responsibilities and advance into leadership roles if and when they are interested and ready.

CONDITIONS OF EFFECTIVE LEADERSHIP SURVEY

Introduction: The purpose of this survey is to gather feedback from staff across the district regarding the extent to which certain conditions are present in the school district. Please read the following questions as they apply to your district, and answer them to the best of your ability using the scale provided.

Questions about You	Your response
Which option best describes your role in your district/school system?	<input type="checkbox"/> School leader <input type="checkbox"/> Principal Manager or Supervisor <input type="checkbox"/> Other district/system staff
How long have you worked in your current role?	<input type="checkbox"/> This is my first year <input type="checkbox"/> 1-3 years <input type="checkbox"/> 4-6 years <input type="checkbox"/> 7-9 years <input type="checkbox"/> 10 or more years
How long have you worked in the district/school system in any role?	<input type="checkbox"/> This is my first year <input type="checkbox"/> 1-3 years <input type="checkbox"/> 4-6 years <input type="checkbox"/> 7-9 years <input type="checkbox"/> 10 or more years

STRAND 2: CULTURE OF COLLECTIVE RESPONSIBILITY, BALANCED AUTONOMY, AND CONTINUOUS LEARNING AND IMPROVEMENT	
To what extent do central office leaders	Your rating
1. Treat school leaders as partners in school system improvement?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
2. Create space for open and safe communication?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
3. Discuss progress and results with school leaders?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
4. Create a culture that values feedback from all stakeholders in support of continuous improvement?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
5. Hold themselves accountable for improving outcomes for schools and students?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
6. Set up priorities for the work of the central office based on school needs?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
7. Value and seek to obtain principal and teacher input for its priorities and initiatives?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
8. Clearly communicate priorities and initiatives so all stakeholders understand them?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
9. Show a willingness to adjust their strategies when data and feedback deem it necessary?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
10. Avoid centralized mandates that do not serve all schools well?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so

STRAND 2: CULTURE OF COLLECTIVE RESPONSIBILITY, BALANCED AUTONOMY, AND CONTINUOUS LEARNING AND IMPROVEMENT	
To what extent do central office leaders	Your rating
11. Welcome innovative policies and strategies to further improvement efforts?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
12. Minimize the amount of time principals have to spend on administrative related tasks for the district?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
To what extent do central office staff	Your rating
13. Have responsibilities primarily focused on supporting school success rather than monitoring school compliance?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
14. Align their daily work towards the primary goal of improving teaching and learning?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
15. Understand how their work relates to district goals?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
16. Understand the needs of individual schools?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
17. Coordinate with each other to ensure their interactions with school leaders are streamlined and efficient?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
18. Model continuous improvement by regularly reviewing data and feedback to identify what is working well and what can be improved?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
19. Demonstrate a customer service orientation to schools?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
To what extent	Your rating
20. Are all central office staff evaluated in part on progress against district goals associated with their job functions?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
21. Are all central office staff evaluated in part on progress toward school-level outcomes for schools they support in their job functions?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
22. Do principals have the authority to make decisions about school level budgets?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so

STRAND 2: CULTURE OF COLLECTIVE RESPONSIBILITY, BALANCED AUTONOMY, AND CONTINUOUS LEARNING AND IMPROVEMENT	
To what extent	Your rating
23. Do principals have the authority to make decisions about staff hired for their schools?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
24. Can principals rely on the central office to provide just-in-time resources and support when the need arises?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
25. Are there systems and processes in place for soliciting on-going feedback from principals on policies and strategies (surveys, meetings, etc.)?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
26. Does the district give principals flexibility to choose the right school-based PD content for their teachers and schools?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
STRAND 3: EFFECTIVE MANAGEMENT AND SUPPORT FOR PRINCIPALS	
To what extent does the district	Your rating
27. Take efforts to ensure the evaluation process is clearly communicated to all principals?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
28. Take efforts to ensure that principals understand the performance standards they will be evaluated against?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
29. Use evaluation results to determine professional development needs for principals?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
30. Tie principal retention decisions to evaluation results?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
31. Tie promotion and compensation decisions to evaluation results?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
32. Provide development, coaching, and support for principals that include opportunities for feedback on performance?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
33. Provide development, coaching, and support for principals that include opportunities for collaboration with and support from peers?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
34. Differentiate the professional development it delivers for principals with varying levels of expertise in those areas?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so

STRAND 3: EFFECTIVE MANAGEMENT AND SUPPORT FOR PRINCIPALS	
To what extent does the district	Your rating
35. Assign staff to support principal development that have the expertise needed to be successful in that role?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
36. Hold staff that develop and coach principals accountable for improving the skills of the principals they work with?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
37. Minimize the amount of time principal managers spend on tasks other than principal support?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
38. Take efforts to limit central office requests of principals?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
39. Allow leaders to distribute responsibilities (e.g., administrative or operational)?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
40. Allow leaders to distribute leadership responsibilities?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
41. Provide school leaders with a variety of tools and resources they can use to further professional learning for their teachers?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
42. Provide professional development opportunities for teachers in support of new initiatives?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
To what extent do principal managers	Your rating
43. Spend the majority of their time supporting principals?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
44. Have sufficient expertise to effectively manage and support principals?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
45. Develop a common understanding of principal effectiveness among principal managers and principals?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
46. Follow consistent, well-defined procedures for recruiting, selecting, and placing principals?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
47. Follow consistent, well-defined procedures for evaluating principals?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so

STRAND 3: EFFECTIVE MANAGEMENT AND SUPPORT FOR PRINCIPALS	
To what extent do principal managers	Your rating
48. Follow consistent, well-defined procedures for succession planning in their schools?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
49. Have caseloads that enable them to spend sufficient time with each of the principals they support?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
50. Make frequent visits to principals' schools to conduct observations and provide feedback and coaching on their practice?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
51. Allow leaders to distribute responsibilities (e.g., administrative or operational)?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
52. Allow leaders to distribute leadership responsibilities?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
For Principals: To what extent has my supervisor	Your rating
53. Helped me to develop my skills?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
54. Provided support that has improved my overall effectiveness?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
To what extent	Your rating
55. Do principals have the authority to appoint individuals to leadership positions?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
56. Do principals have the authority to determine (within budget limitations) the composition of their leadership team?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
57. Do principals have the authority to distribute leadership responsibilities?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so

STRAND 4: SYSTEMS AND POLICIES TO EFFECTIVELY MANAGE TALENT AT THE SCHOOL-LEVEL	
To what extent does the district	Your rating
58. Have well-developed recruitment strategies that provide a pool of high-quality teaching candidates from which principals can draw from when vacancies arise?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
59. Have efficient human resources processes that enable principals to make timely hiring decisions?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so
60. Have electronic application and screening systems to support efficient hiring processes in its human resource department?	<input type="checkbox"/> No opportunity to observe <input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input type="checkbox"/> Quite a Bit <input type="checkbox"/> Very much so

CONDITIONS FOR EFFECTIVE LEADERSHIP TOOL MAP

Introduction: The Conditions for Effective Leadership Tool Map is a quick reference to the conditions in each of the four strands and the tool or tools used to assess that specific condition.

CONDITIONS	TOOL
STRAND 1: ALIGNED GOALS, STRATEGIES, AND RESOURCES	
1a. Strategic Plan. District has a strategic plan that identifies clear and ambitious goals as well as strategies for achieving the goals.	Rubric
1b. Organizational Structures. Organizational structures and staffing align to the strategic plan.	Rubric
1c. Budget Alignment. Organizational budget aligns to the strategic plan.	Rubric
1d. System resources for school level support: Curriculum and data align to the strategic plan and support its implementation.	Rubric
1e. Goal Monitoring. Systems for monitoring progress toward goals and expectations.	Rubric
STRAND 2: CULTURE OF COLLECTIVE RESPONSIBILITY, BALANCED AUTONOMY, AND CONTINUOUS LEARNING AND IMPROVEMENT	
2a. Collective Responsibility. District central offices and schools function as collaborative team members working towards the same goal.	Survey
2b. Balanced Autonomy. Principals have discretion to meet the needs of their schools balanced with the necessary tools, support, and oversight.	Survey
2c. Continuous Improvement. District values organizational learning and continuous improvement.	Survey
STRAND 3: EFFECTIVE MANAGEMENT AND SUPPORT FOR PRINCIPALS	
3a. Principal Performance. Principal standards are research-based and the assessment process is fair, transparent, and rigorous.	Rubric/ Survey
3b. Professional Learning. Principal professional learning opportunities are high-quality and focused on principal's needs.	Survey
3c. Principal Role Definition. Principal role has been defined in a way that is doable within resource constraints and enables leaders to make teaching and learning a priority.	Rubric
3d. Principal Managers. Principals are effectively managed and supported by their central office supervisors as partners in achieving student achievement gains. Principal supervisors have the capacity to effectively manage and support principals.	Survey
STRAND 4: SYSTEMS AND POLICIES TO EFFECTIVELY MANAGE TALENT AT THE SCHOOL-LEVEL	
4a. Staffing Decisions. Principals have authority to hire, reassign, or dismiss school-based staff.	Rubric
4b. Teacher Performance. Teacher performance is assessed through a transparent, fair, rigorous process, and based on research-based standards and student outcomes.	Rubric
4c. Human Resource Systems. Human resource systems enable schools to attract, hire, and retain top-quality candidates at all levels.	Rubric/ Survey

CONDITIONS AND INDICATORS FOR EFFECTIVE LEADERSHIP

Introduction: The Conditions and Indicators List for Effective Leadership is a brief description of the conditions and critical indicators that are described in more detail in the narrative. The framework does not attempt to describe the quality with which the conditions are currently being implemented. It is a way to assist district teams in maintaining perspective on all of the critical components of leadership while they are in the process of assessing component parts.

CONDITIONS	INDICATOR
STRAND 1: ALIGNED GOALS, STRATEGIES, AND RESOURCES	
1a. Strategic Plan District has a strategic plan that identifies clear and ambitious goals as well as strategies for achieving the goals.	1a1. The district has clear and rigorous goals that provide clarity, focus, and consistency for improving overall student achievement and ensuring every subgroup/student is achieving at high levels. 1a2. The district has a coherent strategic plan (3-5 years) aligned to district goals that provide directional consistency and clarity and includes specific goals, strategies, and tactics for each department. 1a3. The district strategies reflect a willingness to address barriers to reform.
1b. Organizational Structures Organizational structures and staffing align to the strategic plan.	1b1. The strategic plan aligns the organizational structure and staffing plan to create an effective team to meet the goals and execute the strategic direction.
1c. Budget Alignment Organizational budget aligns to the strategic plan.	1c1. Budget allocations and fiscal resources are aligned with district goals and strategic plan.
1d. System Resources for School-Level Support Curriculum and data align to the strategic plan and support its implementation.	1d1. Curriculum, including scope and sequence and curricular materials, is rigorous, research-based, and aligned to college and career-readiness standards. It includes strategies and programs to accelerate students and to ensure all students are meeting standards. 1d2. The district has accurate, useful and efficient data systems, assessments, and infrastructure that allow schools to track individual students' academic and nonacademic progress.
1e. Goal Monitoring Systems for monitoring progress toward goals and expectations.	1e1. The district accountability system sets valid and multiple metrics and targets for schools and district central offices to measure progress towards district goals. 1e2. The district accountability system identifies clear consequences and supports for schools and departments that consistently fail to meet identified goals.

Strand 2: Culture of Collective Responsibility, Balanced Autonomy, and Continuous Learning and Improvement		Strand 3: Effective Management and Support for Principals	
2a. Collective Responsibility District central offices and schools function as collaborative team members that work towards the same goal.	2a1. Central office staff has a support and partnership orientation rather than a compliance orientation towards schools and hold themselves accountable for ensuring the success of schools and students. 2a2. Central office engagement with schools is streamlined and efficient, maximizing schools' focus on teaching and learning rather than operations and administrative functions.	3a. Principal Performance Principal standards are research-based and the assessment process is fair, transparent, and rigorous.	3a1. District has principal performance standards that are based on up-to-date research on leadership actions and practices that lead to student outcomes. 3a2. Evaluation is driven by a transparent process with clear expectations and includes a focus on student achievement results. Leaders receive on-going feedback to understand how they are performing against expectations. 3a3. Evaluation results drive professional development, promotion, retention, and compensation decisions.
2b. Balanced Autonomy Principals have discretion to meet needs of their schools balanced with the necessary tools, support, and oversight.	2b1. The district provides principals with key decision-making authority at the school-level balanced with the necessary tools and support.	3b. Professional Learning Principal professional learning opportunities are high quality and focused on principal's needs.	3b1. District aligns professional learning for principals to district goals and focuses district-wide PD on improving teacher effectiveness and improving teaching and learning. 3b2. District provides principals differentiated professional growth opportunities that are based upon up-to-date research on leadership and aligned with the goals of their school and their individual learning needs in service of those goals.
2c. Continuous Improvement District values organizational learning and continuous improvement.	2c1. The district culture encourages constructive feedback from all stakeholders, especially school leaders, that is used to make improvements to practice, design, and to implement strategies at both the school and district levels. 2c2. The district has systems and norms for using data and feedback to make decisions and improvements. 2c3. The district is dynamic and has the ability to make significant tactical changes in service of its larger strategy and goals.	3c. Principal Role Definition Principal role has been defined in a way that is doable within resource constraints and enables leaders to make teaching and learning a priority.	3c1. Principals have flexibility to define their role for the greatest impact and increase their capacity through the development of a leadership team comprised of staff members that can best support student achievement. 3c2. Central office expectations and requests of principals are consistent with standards for effective leadership and enable leaders to make teaching and learning a priority.
		3d. Principal Managers Principals are effectively managed and supported by their central office supervisors as partners in achieving student achievement gains. Principal supervisors have the capacity to effectively manage and support principals.	3d1. Principal manager roles are focused on talent management of principals, including a common vision of effectiveness and approach to recruiting, hiring, placement matching, succession planning, and evaluation. 3d2. Principal managers work collaboratively with school leaders as partners. They directly and indirectly support principals' professional growth through coaching, on-going feedback, leveraging supports and creating communities of practice.

STRAND 4: SYSTEMS AND POLICIES TO EFFECTIVELY MANAGE TALENT AT THE SCHOOL-LEVEL	
4a. Staffing Decisions Principals have authority to hire, reassign, or dismiss school-based staff.	4a1. Principals have necessary information and authority to make hiring decisions and staffing deployments; excessed staff are never placed in the school without mutual consent. 4a2. Principals have authority to expeditiously remove consistently low-performing teaching and non-teaching staff in the interest of achieving the school's goals upon completion of streamlined official processes.
4b. Teacher Performance Teacher performance is assessed through a transparent, fair, rigorous process, and based on research-based standards and student outcomes.	4b1. District has teacher standards that are based on up-to-date research on teacher practices that lead to improved student outcomes. 4b2. Performance management and evaluation is driven by an efficient, transparent process with clear expectations and includes a focus on student achievement results.
4c. Human Resource Systems Human resource systems enable schools to attract, hire, and retain top-quality candidates at all levels.	4c1. HR staff serves as a strategic partner and support to principals as they staff positions in their schools. 4c2. The district engages in extensive, proactive and timely recruiting to attract high-quality candidates with diverse experience and demographics that reflect the district. 4c3. Pipeline is cultivated for future vacancies at all levels.

CONDITIONS FOR EFFECTIVE LEADERSHIP SURVEY EVIDENCE CHART

Introduction: The Conditions for Effective Leadership Survey Evidence Chart gives brief descriptions of what the conditions look like when they are being successfully implemented to support teams that are analyzing the completed tools.

CONDITIONS	INDICATOR	EXAMPLES OF SURVEY EVIDENCE
STRAND 2: CULTURE OF COLLECTIVE RESPONSIBILITY, BALANCED AUTONOMY, AND CONTINUOUS LEARNING AND IMPROVEMENT		
2a. Culture of collective ownership and responsibility for achieving goals The district central offices and schools function as collaborative team members working towards the same goal.	2a1. Central office staff has a support and partnership orientation - rather than a compliance orientation - towards schools and hold themselves accountable for ensuring the success of schools and students. 2a2. Central office engagement with schools is streamlined and efficient, maximizing school focus on teaching and learning rather than operations and administrative functions.	<ul style="list-style-type: none"> The district leadership team has the belief and skills necessary to establish a culture that values good communication, partnership and open discussion of progress and results. Central offices see school needs as their priority, are responsive to emergent school needs, and hold themselves accountable for meeting school needs. Central office functions minimize the demands made on principals' time.
2b. Autonomy with differentiated support Principals make key decisions in their schools and are able to opt out of district-wide resources when they do not match the school's needs.	2b1. The district provides principals with key decision-making authority at the school level and provides necessary tools and support.	<ul style="list-style-type: none"> The district treats principals as capable, independent leaders able to make decisions and lead complex organizations to drive student achievement at the school level. Principals have access to high-quality and centralized teacher PD on district-wide initiatives (e.g., Common Core) and on topics pertinent to the school's needs. Principals can control the content of all school-based professional development (e.g., topics addressed on PD days).
2c. Culture of learning and continuous improvement District is a learning organization.	2c1. The district culture encourages constructive feedback from all stakeholders—especially school leaders—that is used to make improvements to practice, design, and implementation of strategies at both the school and district levels. 2c2. The district has systems and norms for using data and feedback to make decisions and improvements. 2c3. The district is dynamic and has the ability to make significant tactical changes in service of its larger strategy and goals.	<ul style="list-style-type: none"> Principals, teachers, parents, community members and central office staff have multiple opportunities to give feedback. Continuous improvement cycle is in place and the system makes frequent upgrades to processes and policies. District demonstrates a willingness to adopt and invest in innovative reforms and practices.

STRAND 3: EFFECTIVE MANAGEMENT AND SUPPORT FOR PRINCIPALS		
3a. Principal Performance Principal performance is assessed through a transparent, fair, and rigorous process, and is based on research-based standards and student and teacher outcomes.	3a1. District has principal performance standards that are based on up-to-date research on leadership actions and practices that lead to student outcomes.	<ul style="list-style-type: none"> Standards include clear and specific descriptions of what standards look like in practice.
	3a2. Evaluation is driven by a transparent process with clear expectations and includes a focus on student achievement results. Leaders receive on-going feedback to understand how they are performing against expectations.	<ul style="list-style-type: none"> Evaluation expectations are differentiated for first-year principals. Evaluation protocols include multiple sources of evidence. Evaluation system is informed by principals and other experts and adapted over time.
	3a3. Evaluation results drive professional development, promotion, retention, and compensation decisions.	<ul style="list-style-type: none"> Evaluation model outlines potential consequences (positive or negative) and interventions for specific ratings.
3b. Professional Learning Principal professional learning is high quality and focused on principal's needs.	3b1. District aligns professional learning for principals to district goals and focuses district-wide PD on improving teacher effectiveness and improving teaching and learning.	<ul style="list-style-type: none"> Principals have opportunities for authentic practice, feedback and follow up, including opportunities for peer support and exchange. Principal PD is monitored for effectiveness. Any supporting coaches, mentors, or trainers for principals have the knowledge, beliefs, and skills to effectively support principals. Professional development is not focused on compliance issues.
	3b2. District provides principals differentiated professional growth opportunities that are based upon up-to-date research on leadership and aligned with the goals of their school and their individual learning needs in service of those goals.	

STRAND 3: EFFECTIVE MANAGEMENT AND SUPPORT FOR PRINCIPALS		
<p>3d. Principal Managers Principals are effectively managed and supported by their central office supervisors as partners in achieving student achievement gains.</p> <p>3d1. Principal manager roles are focused on talent management of principals, including a common vision of effectiveness and approach to recruiting, hiring, placement matching, succession planning, and evaluation.</p> <p>3d2. Principal managers work collaboratively with school leaders as partners. They directly and indirectly support principals' professional growth through coaching, on-going feedback, leveraging supports and creating communities of practice.</p> <ul style="list-style-type: none"> Principal managers have the knowledge, beliefs, and skills to effectively manage and support principals' roles that are aligned with district goals, culture, and principal effectiveness research. Principal managers have a common vision of principal effectiveness. Principal managers have caseloads that allow for frequent school site contact that includes reviewing data, observing principal practice, and providing feedback and support on performance. Principal managers organize and support professional learning communities and/or PD sessions or by directly or indirectly providing mentoring/coaching. 		
STRAND 4: SYSTEMS AND POLICIES FOR PRINCIPALS TO EFFECTIVELY MANAGE TALENT AT THE SCHOOL-LEVEL		
4a. Human Resources Systems District systems enable schools to attract, hire, and retrain top-quality candidates at all levels—from teacher to school leader.	4a1. HR staff serve as a strategic partner and support to principals as they staff positions in their schools.	<ul style="list-style-type: none"> HR meets with principals to plan for vacancies, facilitating timely hiring of pre-screened candidates, assisting with performance management issues, and understanding the needs and contexts of individual schools. Hiring system includes transparent and user-friendly application processes, including ongoing tracking and monitoring of applicants.

GUIDING QUESTIONS ON SETTING PRIORITIES

Identifying priorities for improvement:

- What do we know from trends in the data?
- Are some areas already on a continuous improvement trajectory?
- What are the areas of strength and weakness? Are there some areas that need to be tackled together to have the most impact?
- What needs another layer of work to see improvement?
- What do we need to learn more about? What data will give me the information I need?

When considering specific priorities ask:

- How much impact will choosing this priority generate in terms of improving student learning?
- What core areas do I have to focus on? What areas are off track?
- How will this help me sequence the work?
- Is this foundational to other work?
- What would the staffing/funding implications of choosing this priority be?
- Do we have the capacity to make this change? If not, what help do we need (resources, staff, experts, other models)?

Resources will inform prioritization:

- What are our available resources?
- Where should we spend the limited time and resources?

Once priority areas have been identified, review the following when choosing strategies:

- What resources need to be tapped to implement the strategy?
- What factors will hold us back from meeting our desired student learning outcomes?
- What changes do we need to make in district practices and policies to improve the priority area?

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